

George Rogers Clark Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics

- 4 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 4 Explore their identities and beliefs (REQUIRED: OSEL)
- 4 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Reading growth among students with IEP's
Root Cause 1	Lack of differentiation in the general education classroom.
Area of Critical Need 2	Math growth among African American students
Root Cause 2	Lack of teacher training on differentiated instruction.
Area of Critical Need 3	Math attainment among 2nd grade students
Root Cause 3	Lack of differentiation in the general education classroom.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>This metric describes an area of growth for our students in grades 3-8. Our focus on increasing effective instructional delivery of our Go Math curriculum will ensure that differentiation strategies will be used to support student growth in math.</p>	Students with IEPs		38.43	46.06
	African American		54.10	56.50
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>This metric describes an area of growth for our students in grades 3-8. Our focus on increasing effective instructional delivery of our reading curriculum will ensure that differentiation strategies will be used to support student growth in reading.</p>	Students with IEPs		45.50	52.50
	African American		55.70	58.50
<p>Vision: NWEA Attainment G2 (Math)</p> <p>This metric describes an area of growth for our 2nd grade students. Students will receive the support and scaffolds needed to succeed with the grade level curriculum which will increase instructional outcomes for our 2nd grade students.</p>	African American		42.70	56.80
	African American Male		21.30	42.60
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The school will continue to maintain a "well organized" rating on the My Voice, My School 5 Essentials on the School Quality Rating Policy.				5.00	5.00

Custom metrics (0% complete)

2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	build teacher capacity to deliver high quality, consistent, and measurable high level of rigor Tier 1 instruction to all learners daily.
Then we see...	improved instructional practices with teachers incorporating cognitively demanding and differentiated instructional strategies which leads to engaged students that are challenged and exhibiting mastery of skills.
which leads to...	student growth academically with an increase of 15.26% of students with IEP's meeting reading growth levels from 30.8% to 46.06% by the end of year 2022 as measured by the NEWA Vision Metrics. An increase of 4.8% of African American students meeting reading growth levels from 51.7% to 56.5% by the end of year 2022 as measured by the NWEA Vision Metrics. An increase of 14% of students with IEP's meeting math growth levels from 38.5% to 52.5% by the end of the year 2022 as measured by the NEWA Vision Metrics. An increase of 5.6% of African American students meeting math growth levels from 52.9% to 58.5% by the end of year 2022 as measured by the NWEA Vision Metrics. An increase of 28.2% of 2nd grade African American students meeting math attainment levels from 28.6% to 56.8% by the end of the year 2022 as measured by NWEA Vision Metrics. An increase of 42.6% of 2nd grade African American male students meeting math attainment levels from 0% to 42.6% by the end of the year 2022 as measured by NWEA Vision Metrics.
Budget Description	Extended day buckets for the Instructional Leadership Team (ILT) to meet after school bi-weekly. Extended day buckets for after school programming. Funding of substitutes for classroom observations and professional development. Funding for school wide writing curricula. Funding Source - 115

Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Engage in the development of both an internal and external professional development calendar focused on best practices for teaching and learning that supports student growth. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation • (Not started) Engage in classroom observations focusing on best practices and providing feedback to improve teaching and learning. Tags:Instruction • (Not started) Adopt a school wide classroom observation tool related to best practices. Tags:Instruction • (Not started) Adopt a protocol for student led conferences during report card pick ups. Tags:SSCE: Student Leadership • (Not started) Engage in Professional Development using the Go Math curriculum. Tags:Math: Curriculum • (Not started) Engage in Professional Development using the Pearson Reading curriculum. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Not started) Engage in Professional Development using the Amplify Science curriculum. Tags:Science: Curriculum • (Not started) Engage students identified as needing Tier 2 and Tier 3 reading, math, and social emotional learning supports in after school programming. Tags:OSEL: Tier 2 and 3 Interventions, OSSE: Out of School Time • (Not started) Explore writing curricula with the intent to adopt a school wide writing program. Tags:Literacy: Key Practice #3-Frequent Process-based Writing

Strategy 2

If we do...	implement a streamlined Multi-Tiered System of Supports (MTSS) program focused on strengthening Tier 1, Tier 2, and Tier 3 instruction with fidelity
Then we see...	staff members collaborating and providing targeted and intensive supports for all students Extended day buckets for staff after school meetings
which leads to...	student growth academically with an increase of 15.26% of students with IEP?s meeting reading growth levels from 30.8% to 46.06% by the end of year 2022 as measured by the NWEA Vision Metrics. An increase of 4.8% of African American students meeting reading growth levels from 51.7% to 56.5% by the end of year 2022 as measured by the NWEA Vision Metrics. An increase of 14% of students with IEP?s meeting math growth levels from 38.5% to 52.5% by the end of the year 2022 as measured by the NWEA Vision Metrics. An increase of 5.6% of African American students meeting math growth levels from 52.9% to 58.5% by the end of year 2022 as measured by the NWEA Vision Metrics. An increase of 28.2% of 2nd grade African American students meeting math attainment levels from 28.6% to 56.8% by the end of the year 2022 as measured by NWEA Vision Metrics. An increase of 42.6% of 2nd grade African American male students meeting math attainment levels from 0% to 42.6% by the end of the year 2022 as measured by NWEA Vision Metrics.
Budget Description	Substitute coverage for data analysis three times a year. Extended day buckets for staff to meet bi-weekly. Funding for Social Emotional Learning programs of PATHS and Second Step. Funding Source - Fund 115
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> • (Not started) Engage in analyzing NWEA and Amplify data at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to identify students in need of tier 2 and tier 3 academic support. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring • (Not started) Engage in professional development on Tier 1 Social and Emotional Programs of Paths and Second Step. Tags:MTSS: Curriculum & Instruction, OSEL: SEL Instruction • (Not started) Identify a menu of supports for students in need of Tier 2 and Tier 3 academic support. Tags:MTSS: Curriculum & Instruction • (Not started) Identify a menu of supports for students in need of Tier 2 and Tier 3 social emotional support. Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Update targeted learning plans (TLP) to include a student?s current academic tier for math and reading.

	<p>Tags:MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> (Not started) Adopt a streamlined system for identifying students in need of Tier 2 and Tier 3 Social and Emotional Learning (SEL) supports. <p>Tags:MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions</p>
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Strategy 3

If we do...	incorporate a restorative justice approach to discipline
Then we see...	teachers using restorative approaches, students taking ownership of their actions, and improved relationships between students, teachers, and parents
which leads to...	an increase in student attendance, increase in the number of students on track each week to 80% or higher, and decrease in student discipline referrals, maintaining a rating of well organized on the My Voice, My School 5 Essentials Survey.
Budget Description	Funding for items for the incentive school store Extended day buckets for the Supportive and Equitable Approaches to Discipline Committee to meet after school bi-weekly.
Tags	Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> (Not started) Engage in the development of a mentor group calendar that includes lessons based on the Social Emotional Learning competencies. Funding Source - 115 <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Engage in the development of an incentive based school store. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Maintain School Culture / Social Emotional Learning coordinator position. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Engage in the development of a flow chart that represents a school plan for addressing student behaviors. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Engage in professional development on Reach component 2D: Managing Student Behavior.

	<p>Tags:Leadership for Continuous Improvement, ODLSS: Behavior Support, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Engage in the development of a Peer Conference Program. <p>Tags:Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Engage in the development of both an internal and external professional development calendar focused on best practices for teaching and learning that supports student growth.

Aug 24, 2020 to Jun 30, 2022 - Instructional Leadership Team (ILT)

Engage in classroom observations focusing on best practices and providing feedback to improve teaching and learning.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Adopt a school wide classroom observation tool related to best practices.

Aug 24, 2020 to Jan 30, 2021 - Instructional Leadership Team (ILT)

Adopt a protocol for student led conferences during report card pick ups.

Aug 24, 2020 to Jun 30, 2022 - Instructional Leadership Team (ILT)

Engage in Professional Development using the Go Math curriculum.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Engage in Professional Development using the Pearson Reading curriculum.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Engage in Professional Development using the Amplify Science curriculum.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Engage students identified as needing Tier 2 and Tier 3 reading, math, and social emotional learning supports in after school programming.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Explore writing curricula with the intent to adopt a school wide writing program.

Aug 24, 2020 to Jun 30, 2022 - Instructional Leadership Team (ILT), Teachers, Administration

Strategy 2

Engage in analyzing NWEA and Amplify data at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to identify students in need of tier 2 and tier 3 academic support.

Aug 24, 2020 to Jun 30, 2022 - Multi-Tiered System of Supports (MTSS) Committee / Teachers / Administration

Engage in professional development on Tier 1 Social and Emotional Programs of Paths and Second Step.

Aug 24, 2020 to Jun 30, 2022 - Multi-Tiered System of Supports (MTSS) Committee / Teachers / Administration

Identify a menu of supports for students in need of Tier 2 and Tier 3 academic support.

Aug 24, 2020 to Jun 30, 2022 - Multi-Tiered System of Supports (MTSS) Committee

Identify a menu of supports for students in need of Tier 2 and Tier 3 social emotional support.

Aug 24, 2020 to Jun 30, 2022 - Multi-Tiered System of Supports (MTSS) Committee

Update targeted learning plans (TLP) to include a student's current academic tier for math and reading.

Aug 24, 2020 to Jun 30, 2022 - Teachers

Adopt a streamlined system for identifying students in need of Tier 2 and Tier 3 Social and Emotional Learning (SEL) supports.

Aug 24, 2020 to Jun 30, 2022 - Multi-Tiered System of Supports (MTSS) Committee

Strategy 3

Engage in the development of a mentor group calendar that includes lessons based on the Social Emotional Learning competencies. Funding Source - 115

Aug 24, 2020 to Jun 30, 2022 - Supportive and Equitable Approaches to Discipline Committee

Engage in the development of an incentive based school store.

Aug 24, 2020 to Jun 30, 2022 - Supportive and Equitable Approaches to Discipline Committee / Administration

Maintain School Culture / Social Emotional Learning coordinator position.

Aug 24, 2020 to Jun 30, 2022 - Administration

Engage in the development of a flow chart that represents a school plan for addressing student behaviors.

Aug 24, 2020 to Jun 30, 2021 - Supportive and Equitable Approaches to Discipline Committee

Engage in professional development on Reach component 2D: Managing Student Behavior.

Aug 24, 2020 to Jun 30, 2022 - Teachers / Administration

Engage in the development of a Peer Conference Program.

Aug 24, 2020 to Jun 30, 2022 - Supportive and Equitable Approaches to Discipline Committee

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

George Rogers Clark Elementary School reviews state data as it becomes available. Review of NWEA data occurs three times a year, beginning of the year, middle of the year, and end of the year.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

George Rogers Clark Elementary School provides both academic and behavioral supports to meet advanced levels of academic achievement by offering a diverse curriculum. Opportunities for after school

programming is offered to all students. All students in grades 7 and 8 are offered the opportunity to engage in Algebra instruction and students in grades K-8 will be exposed to a world language curriculum.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

George Rogers Clark Elementary School staff engage in ongoing professional development to stay up to date on current trends in education. Staff are also encourage to seek advanced education degrees and endorsements.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

George Rogers Clark Elementary offers a school wide mentoring programming, a full time counselor, and intervention supports. Parents and students have access to the Aspen portal which provides updated information on students attendance and grades. Students also have access to academic and social emotional software programs of Compass Learning, Khan Academy, Amplify, Moby Max, Navience, Zoo U, and Hall of Heroes both in school as well as outside of school.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

George Rogers Clark Elementary school posts available position on the district career site and attends district wide job fairs. The school?s accomplishments are highlighted on the school website and throughout the school building. We will offer tours of the school and opportunities for candidates to meet current staff during the interview process.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

George Rogers Clark Elementary School staff engage in ongoing professional development to stay up to date on current trends in education. Staff are also encourage to seek advanced education degrees and endorsements.

Strategies to increase parent involvement, such as family literacy services.

George Rogers Clark parents will be afforded the opportunity to meet monthly with the Parent Advisory Council where they can share ideas, formulate suggestions and have a voice about the education of their children. Additionally, parents will be encouraged to attend Local School Council and Bilingual Advisory Committee meetings. GR Clark will respond to suggestions with a reasonable amount of time.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

George Rogers Clark Elementary provides full day preschool. We continue to work with the Office of Early Childhood Education to provide early childhood programs to our students.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

George Rogers Clark Elementary school teachers review data on an ongoing basis. Lesson plans and unit plans are created to address areas of student need as they relate to state standards.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

George Rogers Clark Elementary offers students the opportunity to engage in extended day activities. Student schedules are created with intervention time built into the school day. Additional supports are offered from our Multi-Tiered System of Supports (MTSS) team.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

George Rogers Clark Elementary will allocate funds and work with district wide departments to include a variety of programming for students.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

George Rogers Clark will host parent meetings within the capacities of the Parent Advisory Council, Bilingual Advisory Council and Local School Council meetings. GR Clark will host events as an open house, Title 1, State of School and Family Nights. Parent surveys will be conducted twice a year to develop the parental involvement plan and policy. Monitoring of the plan will occur quarterly.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

George Rogers Clark will host an annual No Child Left Behind Parent Meeting in September 2020 to review the parent and student School Wide Expectations. George Rogers Clark will host its Annual Open House in September 2020 outlining the curriculum, assessment tools and student outcome information. A Parent Advisory Council Organization meeting will be held in October 2020 in which monthly dates and times will be selected for monthly parent meetings. In addition, parents will receive a copy of George Rogers Clark's parent handbook outlining the curriculum, academic assessment tools and proficiency levels. George Rogers Continuous Improvement Plan will be made available to all stakeholders via the school's website.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

George Rogers Clark parents will be afforded the opportunity to meet monthly with the Parent Advisory Council where they can share ideas, formulate suggestions and have a voice about the education of their children. Additionally, parents will be encouraged to attend Local School Council and Bilingual Advisory Committee meetings. GR Clark will respond to suggestions with a reasonable amount of time.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

George Rogers Clark's parents will receive a student growth report three times regarding their child's performance on NWEA for the Fall, Winter and Spring along with growth targets for the end of the year. George Rogers Clark parents will receive a report of their child's performance on the PARCC exam upon receipt from the State. George Rogers Clark parents will receive quarterly progress reports regarding their child's progress. Parents will receive student report cards on the 1st and 3rd quarter through participation of Teacher Student Parent Conferences.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

George Rogers Clark will generate and distribute a parent letter at the conclusion of the fourth week indicating that their child has been assigned to or taught by a teacher who is defined as not "highly qualified" according to the Title I Final Regulations. The letter will be sent by mail via the United States Postal Service.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

George Rogers Clark will host quarterly parent meetings focusing on deepening parents understanding of the state's academic content standards, the state's student academic achievement standards, state and local assessments and how to monitor their child's progress; and how to work with educators.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

George Rogers Clark will host parent meetings focusing on how parents can work with their children to improve their academic achievement and demonstrate how parents can become involved within the school community.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

George Rogers Clark staff will engage parents by hosting an open house, parent workshops, and many school-wide events. George Rogers Clark staff will ensure that 100% of our parents have Aspen Parent Accounts and Class Dojo accounts to maintain communication. Staff members will also maintain contact logs to continue to cultivate parent partnerships. In addition, GR Clark will host, in partnership with our Parent Advisory Council and Bilingual Advisory Council, school wide events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

George Rogers Clark's school wide programming will include Preschool students and families. Preschool parents will be afforded the opportunity to meet annually in August with the preschool teacher and teacher assistant to review and discuss the goals of the program. In addition, parents will be invited to participate in school activities as Family Nights, Field Trips and parent meetings.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

George Rogers Clark will ensure that the information related to school and parent programs will be printed in English and Spanish. The school website also serves as a vehicle to communicate school news and events which also includes Google Translate.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

George Rogers Clark's mission is to provide Common Core Standards, bi-literacy, academic achievement and sociocultural competence based instruction for all students. Establish an environment where mutual respect and positive relationships exist between students and staff, empowering students to become self-advocate learners. George Rogers Clark's vision is to prepare all students to be academically successful by developing the skills and knowledge necessary to be bi-literate productive citizens in a culturally diverse, global economy.

George Rogers Clark mission and vision will be accomplished by continuously building the capacity of all stakeholders in which all grow; using data to refine practices and provide targeted support for areas of strength and growth.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

George Rogers Clark will host parent teacher conferences on November 18, 2020 and April 21, 2021 In addition, parents will have the opportunity to schedule appointments with teachers Monday through Friday during non-instructional periods during the scheduled school day from 8:30 am - 3:30 pm. Lastly, parents will have the opportunity to meet with staff members during open houses, Family Nights and Parent Meetings.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

George Rogers Clark will provide parents with progress reports on October 9, 2020, December 18, 2020, March 12, 2021 and May 21, 2021. George Rogers Clark will provide parents with quarter 2 report cards on February 12, 2021 and quarter 4 report cards on June 22, 2021. Student performance data on the NWEA will be provided in the Fall, Winter and Spring. Teachers will send home graded student assignments regularly. Parents will have access to Aspen Parent Portal to regularly monitor student progress in all subject areas.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

George Rogers Clark parents will have the opportunity to schedule appointments with staff members Monday through Friday during non-instructional periods during the scheduled school day from 8:30 am - 3:30 pm. Lastly, parents will have the opportunity to meet with staff members during parent-teacher conferences, open houses, Family Nights and Parent Meetings.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

George Rogers Clark parents will have an opportunity to volunteer in accordance to the Chicago Board of Education Volunteer Policy. Teachers will identify parents to help with field trips, special projects and other class related activities.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

George Rogers Clark parents can monitor student attendance and assignments on Aspen Parent Portal as well as Class Dojo. In addition, parents can check student planners for daily and long-term assignments.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

George Rogers Clark parents are encouraged to participate in monthly Parent Advisory Council Meetings, Local School Council Meetings and the Bilingual Advisory Council Meetings. In addition, parents are encouraged to make appointments to consult with the principal or the assistant principal.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

George Rogers Clark students are encouraged to come to school daily with a positive attitude, ready to learn. Students are responsible for learning, understanding and working towards their end of year goals. Students can strive for incentives and awards as Attendance Incentives, Recognition in School Award Assemblies and individual classroom awards.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

George Rogers Clark aims to empower parents with the tools needed to help their children exceed their goals. George Rogers Clark will continue to educate our parents on the academic progress of our school by keeping them well informed via the school website, Class Dojo and the Aspen portal.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$881.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$150.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$340.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00

